

The Library of Congress'

EARLY STATE RECORDS PROJECT

converted from the original microfilm held by the
Vincent C. Immel Law Library, Saint Louis University

through the generous support of a grant from the

Council on Library and Information Resources

Wisconsin State Superintendent of Public Instruction's reports

reformatted from the original and including:

Annual report of the State Superintendent of Public Instruction, <1853>, year 1854-1855, October 1st, 1857,

Report, <December 31st 1853>, 10th (December 10th, 1858)-11th (December 10th, 1859)

Annual report, 1856

Annual report on the condition and improvement of the common schools and education interests of the state of Wisconsin, 12th (year 1860)

Annual report of the Superintendent of Common Schools of the State of Wisconsin, <12th (year 1861)>

Annual report of the Superintendent of Public Instruction of the State of Wisconsin, <year ending August 31, 1868>

Office Superintendent of Public Instruction. {
Madison, October 1st, 1857. }

TO HIS EXCELLENCY COLES BASHFORD :

Governor of the State of Wisconsin.

SIR:—I herewith transmit through you to the Legislature,
the Annual Report of this Department.

I have the honor to be, with much respect,

Your Obedient Serv't.,

A. CONSTANTINE BARRY.

REPORT.

DEPARTMENT OF PUBLIC INSTRUCTION.

To the Legislature:

At this date no reports have been received from Counties by this department. It is impossible, therefore, in this communication, to comply with that requirement of the law which makes it the duty of the Superintendent to report in each year

1st. An abstract of all the Common School reports received by him from the several clerks of the County Boards of Supervisors.

2nd. A statement of the condition of the Common Schools of this State.

3d. Estimates and accounts of expenditures of the School monies.

These will be given in a supplemental report at as early a day as possible, together with such additional matter relating to my office and the Common Schools of the State as I may deem expedient to communicate.

I propose to devote this paper to the presentation of a few thoughts on the general subject of Education, and the duties and responsibilities of parents in connection therewith. "What" said Michilet, "is the first part of politics? Education. The second? *Education*. And the third? EDUCATION." Herein lies the safeguard of our Republican Institution, the highest glory of a People and the hope of a World. I would

that there was a fuller and truer perception of this in the minds of the American people. I think it quite clear, and the fact is forcing itself upon public attention, that it is too much sought by legislation, and by mere legal enactments to promote the interests of the country and render permanent and secure its free institutions. There is pressing need that this great nation change its policy somewhat, in certain directions at least, that it devote the millions of treasure all along absolutely expended for nought and to the detriment of great and vital interests, to the planting of schools throughout the land and to furnishing the means of right education to its entire population. There would then be fewer evils to entrench themselves across the path of its prosperity,—evils which lie back of the outward form in which they manifest themselves—evils which have their origin primarily in the uneducated mind and heart, and against which our weapons of war, our many and severe laws, our stern and un pitying penalties are powerless indeed.

It is not to be denied that the present age is greatly distinguished because of its rich and varied discoveries and developments in Science and Philosophy, and their practical bearing on the more important concerns and interests of Life. How much of light have they thrown on that which was doubtful or hidden. And how lucid and satisfactory has been their interpretation of that which was dark and mysterious to the human soul. With reference to these how much stranger is Truth than Fiction, how infinitely more to be prized as the utterance of the great God through the medium of his invisible works, sweeping forever away our doubts and our scepticism, and saying "Be not faithless but believing."

And yet I am impressed to believe that our country is comparatively—I say *comparatively*—as enlightened and intellectually distinguished as it once was. True it cannot be denied that there is more general intelligence abroad in the land, that the discoveries of the age have shed light on the

minds of our people, that the institutions of learning have greatly multiplied, and the facilities for obtaining knowledge largely increased. But it is denied, and will be denied so long as the evidences of the truth of the denial exist, that intelligence, sound and useful learning, does not possess the relative and commanding influence to which it is entitled. It does not now as it once did, take the lead and hold in high and imperious control the interests and destinies of the nation. As an evidence of this I point you to a marked receding from the high ground once occupied—a descent from the commanding eminence on which our fathers stood, witnessed in the dying away of intelligence in the Assemblies and Senates of a free nation, the lowering of its public standard for merit and trust, the departing of courtesy and decorum and of unsullied dignity from legislative halls, the acceptance of other securities than those of intelligence and moral worth and of other pledges for fidelity and success in the enactment and administration of law. Now all these are proofs, clear and fatal marks of wasting instead of advancing intelligence among the people. Horace Mann uttered a great truth when he declared that “We have not only to propitiate to our aid a host of good spirits, but we have to exorcise a host of evil ones. Every aspect of our affairs, public and private, demonstrates that we need for their successful management a vast accession to the common stock of intelligence and virtue.”

I may mention here as demanding an increase of intellectual and moral enlightenment the evil tendency of that radicalism which is abroad in the land, and which needs to be under the control of cultivated intellect and moral sentiment. I mean now a radicalism that would have no Sabbath, that would annihilate every existing institution—carry flame and bloodshed through the State and Nation—blot out all law, and seek by one sturdy blow to destroy all evil, and by one great effort to purify human society, and lift up Humanity to the proud height of its destined glory. I have said

that in right Education lies the safety of our Republican institutions, the glory of a people and the hope of the world. But let it be understood that we may multiply our many facilities for learning, and add millions of dollars to our already large funds for educational purposes, and dot the land from one end to the other with School houses, Seminaries, and Colleges, and furnish Teachers possessed of the rarest intellectual accomplishments, and yet not secure for our sons and daughters a right education. The great and essential thing may still be lacking. We will see this when we consider that man has a threefold nature: Physical, Intellectual, and Moral, and that the proper and harmonious training, discipline and improvement of this threefold nature alone is education. Now the business of education for the most part has proceeded upon the supposition that man had only an intellectual nature, and that in our schools of whatever class, only this nature was to be developed and matured. Man is exceedingly proud of his intellect. So much is this the case that many a time nothing offends him more than a disparagement of this. Not even a detraction from his moral character will give him that quick offence and kindle that dislike and resentment that you may be sure of, to speak meanly of his talents. Many there are who would deem it more of a compliment to be called a bad man than a fool. Tell him one of his moral deficiencies, yet still he may linger in your company; convince him that you think he is not above half-witted—call him a thick-head and a numbskull—and you may be sure to be troubled no longer with his acquaintance.

I do not say that too much attention has been paid to man's intellectual nature, that we have erred when we have expended vast sums of money and marshalled hosts of instructors for the purpose of leading up the youthful mind to the manhood of its understanding. These intellectual powers are noble—they are something of God—they are God-like. But they do not constitute all of the human soul that is to live forever. And we do grievously sin against the laws

of our being when we exalt the intellect and lavish all attention upon it at the expense of dwarfing the moral nature, and rearing up a race of intelligent worldlings. It is a fact which will meet with universal admission that no person can be more dangerous to community than those who have intellectual education without moral principle. Let France testify. Experience has there demonstrated that in the departments enjoying the highest intellectual cultivation, the greatest amount of crime exists. Hence the best minds there, are compelled to acknowledge that education in France has produced crime. It is a one-sided education—rather it is no education at all—only a mere development of the intellect to the neglect of the divinest part of man.

Along with the intellectual, the moral nature must be developed, nurtured and trained in our schools. Man must not only become learned in the sciences and in all worldly wisdom but learned with respect to that higher and profounder knowledge without which he is uneducated indeed. In this harmonious development of all that the human mind is, we have insured to us the permanent and progressive well-being, prosperity and happiness of individuals and of a people.

Mere intellectual knowledge is a power that can be employed for evil as well as for good. It needs therefore to be under the guidance and control of great moral principles. When these principles are wanting, every thing in a country is tending to utter disorder and ruin. There is no safety for a State or a nation without them. You may have the wisest government that can be invented and arm it with all the checks upon wrong that can possibly be devised, but if you have not at the same time a right system of education, if the intellectual nature be carefully trained and the moral neglected and even debased your best laws will be mere nullities, and no earthly power can enforce them. Back of the law, back of legislation, back of penalties, back of administration, executive and judicial authority lies, that which only can give force and effect to these and which constitutes the only strong and

enduring foundation of national power and prosperity. This great Republic may have its standing army and its powerful navy, it may have its fortifications scattered along the whole extent of its coast, and its walls of strength bristling with cannon at the mouth of every harbor, it may multiply its prisons, and dungeons and scaffolds—and smite with its stern and vengeful penalties on the outward forms of evil, but these are not and cannot constitute its safe defences nor can they guard securely its liberties. There are foes against which these oppose no barrier whatever, foes more to be dreaded than an invading army—they cannot be filled by cannon shot nor thrust through with the glittering bayonet. Chains cannot bind them, nor dungeon walls confine them, nor gibbets strangle them. Intelligence in connection with moral virtue alone can smite them down, and establish this mighty Union upon the rock of safety forever.

It is important that I remark in this connection that the highest intellectual and moral culture cannot be had without the aid of physical training. It is impossible that there should be a harmoniously developed soul in an undeveloped or a partially developed body, a sound, vigorous healthy mind in a defective, sickly, dwarfed and feeble physical organization. The outward man then needs to be educated. And it is for want of proper physical education, that our thrifty sires are fast being succeeded by a race of puny and imbecile sons and daughters.

That the mind, whatever its nature and powers, acts through the medium of organized matter, is a conceded point. The body is the tenement, the mind the inhabitant. Here, in this its earthly and temporal habitation, the soul thinks, and communes, and sees, and hears, and speaks, and journeys from place. It has palpable contact with the material world through the medium of the senses. It looks through these windows, the eyes. The friendly word and the melody of song thrill upon it along the auditory nerve. It feels and returns the brotherly clasp of the hand by the sense of touch,

and breathes the aroma of flowers through the nostrils. It wills, and the various members of the body do its bidding—the feet run swiftly on errands of mercy, the hand grasps the pen and writes down the thoughts that breathe and words that burn. Over many functions of the body it exercises its mysterious control. And such is the intimate connection existing between the two, that they either enjoy or suffer together.

We were saying that the mind acts through the medium of organized matter. We wish now to say, that, to urge it forward, as is too frequently done, by long continued and exciting labor, without the least regard to the laws of our physical being, is absurd, and attended by evils, the most manifest and appalling.

These evils, in their incipient or matured development, may be seen thronging our infant and district schools, especially those of our cities and larger villages, in the shape of shattered constitutions, or of mental weakness and stupidity, while the miserable hypochondriacs that are too frequently leaving our colleges and higher schools of learning, give melancholly evidence that even on classic ground and in academic shades a false philosophy exerts its pernicious influence and destructive power. Every where shall we read on human forms around us, that human constitutions have suffered from the hand of violence—nature's organic and vital laws outraged, and ruined and enfeebled body becoming the tomb of the mind.

Multiplied and alarming are the evils which have originated, and do now originate, in the general neglect of the science of physiology, upon which our systems of education should mainly be based. By this science we are instructed in the nature and history of those functions the harmonious action of which gives health and life. It shows us, too, what are the operations of the mind, as exhibited through this organized materiality. The important truth which it proclaims here that all mental phenomena are exhibited in this life

through an apparatus or organ denominated the brain—the throne and seat of the intellectual operations—ought never to be lost sight of, especially by those employed in the work of education. When this organ, the brain, is in a well developed and healthy condition, the intellectual manifestations will be clear, vigorous and correct. Whenever disease invades this structure, aberration of mind is the result, its degree proportioned to the amount and force of disease, and may be seen from the slightest eccentricity of character to the most confirmed and raving madness.

Imbecility and idiocy depend upon a want of development or upon a malformation of the brain, all going to show that the full development and healthy state of this organ is as necessary to correct mental manifestations, as of a healthy stomach to active digestion, or of sound lungs to free inspiration, or of free, strong muscles to vigorous locomotion.—Long-continued and over excitement in any of these organs tends to derange and weaken their powers, and if the aggressions continue, their structure is soon implicated, their functions decline, and death is imposed as a consequence of their cessation.

This offers a solution of the fact that protracted and severe study, over-exciting and exhausting to the brain, is attended with such pernicious and oft-times fatal consequences. Even though the cause to which we have alluded might not destroy life, yet it would so weaken and disable the brain, that the mind never thereafter would act with freedom or energy.—Imbecility, or even insanity, might be the result, and the individual, instead of living long and usefully, and making bright as he thought to do, some pages of his country's history, linger through a few years of weak and miserable existence, and then descend into a premature grave. And all this for the want of proper care and judicious management, or that happy medium of excitement, which, while it arouses and strengthens, does not infringe upon the healthy action of the brain.

It will always do to excite and quicken the sluggish and apathetic to diligence and activity ; but look well to those of a more refined and delicate temperament, whose minds, more ethereal or cast in a finer mould, respond so quickly to the slightest touch of emulation or ambition. These are liable to speedy exhaustion, and have been sacrificed by thousands. In the ardent pursuit of knowledge their days and nights have been spent. They would rise early to distinction and to fame. But the golden visions, in whose enchantment they moved, soon faded from view and their sun which arose with such resplendent glory, set in it very morning. Kirke White was a notable example, of whom Lord Byron exclaimed :

O, what a noble heart was here undone,
When Science self-destroyed her favorite son.

He died at Oxford in his 21st year, a martyr to study. Godman, one of the ablest anatomists this country ever produced, died at 32. Wells, an eloquent lecturer on the same subject, at 30. Bechat, whose ardor in the pursuit of science was hardly ever surpassed, at 32. Lord Byron, about the same age. Pollock, author of the "*Course of Time*," at 24. To this list we may add the accomplished and eloquent Summerfield, who went from his pulpit efforts in utter exhaustion, and the very pressure of whose reputation hurried him from this earthly scene of labor. There, too, was Nine, whose glowing words held admiring thousands as by enchantment, and who went down amidst the tears and prayers of the church to an early grave.

No one at all acquainted with the laws of organization need be in doubt as to the cause of these sad and lamentable results. It was inordinate or excessive mental labor. It was the *friction*, so to speak, of the mind upon the body, that brought on speedy dissolution. Nature's laws cannot be infringed with impunity—silent and tranquilly they will continue their operations, though we heed them not, or suffer and pinch in their violation! One of the most learned Professors of Europe, as he lay upon his death-bed, to which he

had been brought by the intensity of his application to study, exclaimed:—"Alas! I have been learning every thing but the all and most important one of taking care of myself." Though this knowledge came too late for him, let us heed the warning, solemn and impressive, coming up from the tomb of departed genius and worth, and learn to take care of ourselves. Especially ought those to heed it who would make study the business of life. For what better capital can we invest than health, or foundation lay for the successful pursuit of knowledge, or triumph in the more conflicting struggles of human life.

There is every thing in Science interesting and attractive. Knowledge holds in her hands the elements of power. Honor and fame throw a halo of glory all around her pathway. What wonder, then, that her votaries consume themselves by the ardor of their investigations? What wonder that the excited efforts of the mind, its aspirations and yearnings, should at times shake and shatter the feeble organization through which it acts, and bring to a speedy and untimely close the trials and struggles of its mighty Ambition?

An illustration may be given from the *London Quarterly Review*. Speaking of the Education of Lord Dudley the writer observes: "The irritable susceptibility of the brain was stimulated at the expense of bodily power and health. His foolish teachers took a pride in his precocious progress, which they ought to have kept back. They watered the forced plant with the blood of life. They encouraged the violation of Nature's laws, which are not to be broken in vain. They infringed the condition of conjoint moral and physical existence. They imprisoned him in a vicious circle, where the overworked brain injured the stomach, which reached to the injury of the brain. They watched the slightest deviations from the rules of logic, and neglected those of dietetics, to which the former are a farce. They taught him no exercises but those of Latin, and gave him a gradus instead of a cricket-bat, and his mind became too keen for its mortal coil.

and the foundation was laid for ill-health, moral weakness, irresolution, lowness of spirits, and all the Protean miseries of nervous disorders by which his after life was haunted."

The present age is pre-eminently one of excitement and mental activity. Every thing must go by steam, or with telegraphic despatch. The fluctuations of business—the giant speculations by which fortunes are gained or lost in a day—the unbounded desire for wealth which is turning the world upside down in search of gold—the frauds of trade and lying arts of gain,—all keep in constant agitation hosts of men. Our political contests, also, which are open to all, and which in times of peculiar interest, or during our presidential campaigns, wax violent and exciting in the extreme, arraying section against section, and man against his neighbor,—all are calculated to stir, and do stir the passions to their utmost depths. Consider, likewise, our social condition. What rivalry, what jostling for supremacy, what envies and jealousies spread abroad their influences in every community, destroying health and happiness, and entrenching themselves across the path of all true prosperity. And these great evils must increase more and more, until the principles of physiology are better understood and applied—until Education shall be so reformed that the laws of the Creator as adapted to self-regulation and protection shall be the first great lesson taught—until mental cultivation and bodily integrity and power shall be its great object, aim and end.

The principles which I have thus far sought to establish and explain, are more particularly applicable to the periods of childhood and youth: This brings us to the subject of early education,—a subject of universal interest, but which in general is little understood.

The opinion is almost as prevalent and common as it is wrong and pernicious, that the intellectual powers of children should at once be called into active and laborious exercise, and that the early spring-time of our being is the golden period of education. Precocity of mind is so pleasing to most parents

that it is an object of especial desire, and whenever observed it is urged forward by all the motives which themselves and teachers can inspire. Books are written for the express purpose of supplying additional stimulus. Biographical notices are often presented in our Sunday, and other schools, of early prodigies of learning, whose intellectual and moral powers were precociously developed, and who peacefully died in the very morning of their being. These are held up to the minds of children as *examples* worthy of imitation, and calculated greatly to benefit the rising generation.

I never look upon such works but with deep regret, that the subjects of them should have been sacrificed to a cruel ignorance of the most intelligible laws of our physical existence. They should be held up as beacons of terrible warning, to deter others from following in their misguided footsteps, and sinking like them into a premature grave.

It is my firm conviction, founded upon much reflection and observation, that this almost universal desire for early mental development and acquisition, has done more to prejudice the true interests of education, than all other causes combined. It in fact strikes at the very root and source of these interests as a philosophical view of the subject will clearly show.

The brain, the organ of the mind, in early childhood is soft and delicate. The relative size of its different portions constantly varies during several of the first years of life, and it is not till about the seventh year that all its parts are fully formed. It grows more rapidly than any other organ, and more blood is sent to it in proportion to its size than to any other. We have a reason for this. The predominating system of childhood and youth is the nervous, which is earliest developed. The organs at this period are chiefly devoted to nutrition and growth, and the brain is required to direct its undivided influence to their support. These facts demonstrate how prejudicial strong excitement must be to the young, especially when we add their proneness to affections of the nervous system. Inflammation and dropsy of the brain are fre-

quent, while convulsions are among their most common disorders. There are also some diseases which have a direct tendency to develop unduly the brain, resulting in precocity of mind and general feebleness. Mental excitement or early study have the same effect, concentrating the nervous power in the brain, and leaving the other organs to fall into consequent decay. Here we may see why such havoc is frequently made in young constitutions. Dr. Brigham, who gave much study and attention to this subject, speaks as follows: "Dangerous forms of scrofulous diseases among children have frequently fallen under my observation, for which I could not account in any other way than by supposing that the brain had been excited at the expense of other parts of the system, and at a time of life, when nature is endeavoring to perfect all the organs of the body; and after the disease commenced I have seen with grief the influence of the same cause in retarding or preventing recovery. The chance of the recovery of such precocious children, is in my opinion, small, when attacked by disease, while those less gifted easily recover." In the light of these facts we see why such numbers fall victims to a false system of education—this urging the too early and undue development of the mind, till the health is seriously undermined, or premature death induced.

In the early morning of life the system has enough to do to develop and properly sustain itself, and education should be mainly devoted to the wants and physical growth of the child, and the moulding of the habits and moral disposition. In this way health would be encouraged, and the foundation of a final successful education amply and strongly laid. We call the attention of parents and teachers to these important considerations. Too long has the physical training of children, the development of bodily strength and power, been neglected, while every means has been eagerly sought and applied to call into activity the intellect alone. This is wrong and ruinous. By wise culture and discipline to secure a strong, vigorous, healthy body,—this should be the first great

object. There will be enough in the works of nature to engage the attention and employ the mind. The excitement and stimulus of books and school-drill and discipline are not needed for young children. They are worse than useless,—they are positively injurious. There are fields, gardens, groves and pleasure grounds, where, breathing a pure air, so lavishly poured out around them, they might amuse themselves by cropping flowers, pursuing butter-flies, listening to bird-songs, singing themselves, laughing, shouting, looking at curious insects, stones, or other natural objects. Familiar lectures on some or all of the natural sciences,—always with specimens for their illustration,—and these lectures anterior to their learning to read, might be given to great advantage. While, at the same time, habits that are forming their manners and moral dispositions, kind and benevolent feelings, firmness and cheerfulness under trial and unavoidable suffering, should be daily cultivated as among the great duties of early instruction.

It is to book learning, *per se*, at this tender age, that we do most seriously and persistingly object. It is abominable and the extreme of cruelty, this confining young children in school rooms,—and *such* school rooms!—for six hours each day, where their limbs are doomed to inactivity, and their poor backs ache,—causing them to breathe impure air, while an ocean of fresh and invigorating atmosphere forty miles deep is all around them—and crowding upon their memories words and sentences of which they cannot know the meaning, and which would be of no possible use to them if they could. For them this whole process of what is termed education, has not the least possible interest, but is rather abhorrent and disgusting. The school room is looked upon as a prison—which too often it literally is—and of course is heartily detested. Their native feelings which are acute, and which delight in that knowledge which nature addresses to the senses, are blunted, and cease their beneficial operations. The result of their school going is a deep, confirmed apathy, from which many of them never can be awakened; or if partly aroused, their

minds, weakened and prejudiced by their false training, will never again act with force or freedom.

Our District Schools exhibit too many examples of this deplorable condition. The school houses are at fault. Teachers are at fault. Parents are at fault. The whole educational process is at fault. And the result is seen in the shattered constitution, the ruined health, the enfeebled mind, the perverted moral sense, the nervous excitability, of blasted or abused childhood. The common discipline of the school-room too, is at fault. The whip and the spur, the torture and the shame, making bad infinitely worse, arousing into fearful activity propensities, (fear, hatred and revenge,) which should slumber or be repressed,—all this is wrong and pernicious. Instruction falls powerless upon the subject of such a discipline, and they grow up with habits of inattention and indifference, the curse and bane of their whole after existence.

How different and more auspicious would have been the result, had they entered school at a proper age, with firm and healthy bodies, brains, lungs, stomachs, and moving powers, and had knowledge been imparted to them adapted to their several capacities, calculated to quicken and enlarge their native powers, and enlist at length the full and well directed efforts of the mind. Their progress in science and in all essential practical knowledge, eminently fitting them for the active employments of life, would have been rapid, and there would have been a necessity for repressing the ardor of pursuit, rather than of exciting and compelling, as is now almost universally done.

Is there a practical teacher of any considerable experience who hears me, who has not frequently observed the extreme difficulty of imparting just and clear views of a science to one who commenced its study before he could distinctly comprehend its principles. It is often much easier to instruct those of a mature age, and within a comparatively brief space of time, in any branch of learning, than those who began the

study too early, and continued it for years. The former possess real knowledge, the latter only the memory of rules and precepts, the just nature and application of which they will not understand. We see then the folly and absurdity of endeavoring to impose the sciences, in their exact and technical forms, upon the minds of young children. Theirs is not the age suited to this kind of improvement; and all attempts to force abstruse and difficult knowledge upon them, are in violation of the laws of nature and betray an ignorance of the philosophy of mind.

Again it may be remarked, that those who exhibit precocity of mind while very young, do not in after life meet public expectation, or manifest more than ordinary talent—frequently they fall far below this standard. They grow up to be swayed by the judgment of those who were once considered as vastly their inferiors; and to do homage before those intellects, once dull and stupid compared with their own, but whose slow yet healthy development has made them mighty and majestic.

On the other hand, look at some of the great minds that have left their impress indelibly upon the records of the world, and we shall find that in early life they were not distinguished for the force or brilliancy of their intellectual powers. The boyhood of Sir Isaac Newton gave little or no promise of the bright and glorious future before him. Dr. Adam Clark, a man of profound learning, was only distinguished at seven years of age for rolling large stones. Patrick Henry, the most powerful and brilliant orator of his time, was in early life a byword for dullness, and the first time he appeared in court, his father, then judge, turned his face from him. Chancellor Kent, one of the first legal minds of this country, says, that his boyhood days were chiefly spent in roaming over the fields, fishing, sailing, swimming, riding, and playing all, and that he was but superficially learned when he entered college, and did not begin to study till he was 24 years of age. Schiller, the great German poet and distinguish-

ed scholar was noted, when a boy, for strolling about the fields, and one day was found during a severe thunder storm in a tree, trying to find where the thunder came from!—These instances might be multiplied to almost any extent, showing conclusively, that greatness of mind does not depend upon the early development of its powers.

It was well said by the distinguished Spurzheim, that “the mind ought never to be cultivated at the expense of the body, and physical education ought to precede that of the intellect, and then proceed simultaneously with it, without cultivating one faculty to the neglect of others, for health is the base, and study the ornament of education.”

I will bring these remarks to a close by submitting a few thoughts on the subject of parental duty and responsibility, as connected with the education of the rising generation.

The parent being the natural guardian and protector of his children, is entrusted with their proper culture and training, nature and nature’s God have charged him with this duty.—Somehow and somewhere his children will be educated, if not under salutary home influences and the watchful eye of the parent, it will be under the influences of the street, and amidst evil associates. They will be trained in vice or virtue. Their souls will slumber in darkness under the cloud of ignorance, or rejoice and expand in the genial sunlight of acquired knowledge. In a greater or less degree they will become degraded, lawless, vile and detested; or refined, intelligent, useful and honored. The position they shall hold in either scale will depend upon the kind and measure of education they receive. In proportion to the influence and ability he possesses, the parent is responsible if they receive other than a right education—an education that shall make them true men and women, and qualify them for a faithful and efficient discharge of life’s great duties.

As the parent cannot, for many obvious reasons, superintend or conduct in person the education of his children, so he is obliged, in the discharge of his parental duty, to employ a

substitute, and to entrust this education to others. The person thus chosen stands in *loco parentis*, and is to do the work of the parent. He is to aid in the development and training of young immortal minds. The elements of a life that shall never have an end are given him in charge—a life to which the event of death is no abridgment, and across whose eternal and upward pathway the grave throws no barrier; and upon him shall it depend, in no inferior degree—upon his labors, his words, his deportment, his examples, *all that he is, and all that he does*, what shall be the character of that life—what the measure of its progress—what the fulness and glory of its reward!

It is the business of the teacher, as of the parent whose substitute he is, to educate—physically, intellectually, morally. In this, then, the harmonious development of all that human being is—lies the teacher's great work. He is to bring out that which is within, and train it to the vigor, comeliness, and perfect stature of manhood and womanhood.

Quite too often the process of education has proceeded upon the supposition—not that there was something within to be brought up by careful nurture and discipline—but that there was a vacancy, an emptiness, to be filled. To pour in, to fill up, and not to develop from within outwardly, was the work of the teacher. It was a sort of *cramming* process—a something not unlike *sausage stuffing*. Here was the material all dished up and seasoned to the liking, and down it must go. And when this filling-up process was completed, the individual was said to have finished his education. The capacity was exhausted, and the teacher, consequently, had nothing more to do.

I hardly need say, that this formal and mechanical instruction is all false and wrong. This is not to educate, and all knowledge thus obtained is mere parrot knowledge. The child's own thoughts must be set a-going—his intellect called into action—his enthusiasm enkindled. He must be made to feel his own individuality as a rational and responsi-

ble agent. It is not *our* minds, but *their* minds, which must form the characters of our pupils. And the whole process of education—what is it? Not to implant our thoughts, or the thoughts of any man, in the mind of the child; but with them, or by the aid of them, to stir up his own mind to the formation of his own ideas and character. *

We learn from this that the work of the teacher requires for its faithful and successful performance, the most careful and thorough preparation. It will not do any longer to set apart and consecrate to this work by laying hands on skulls that cannot teach and will not learn. The time has pretty much gone by when those who could do nothing else were thought fit to teach a common school. It will no longer be tolerated, that a man who is unqualified to take proper care of a horse or an ox, shall be entrusted with the development and training of the immortal minds of our children. He who comes to the solemn office of instructing a human soul that shall never die, ought himself to be trained and disciplined. He ought to feel that he is engaged in no common business, but in that which demands and should absorb the best powers of the mind and heart.

In the importance of the work of the teacher, requiring as this work does, for its successful accomplishment, the most thorough and careful preparation, we see what is the weight of responsibility resting upon the parent, and what is the measure of his obligation. And he has not acted up intelligently to the degree of his responsibility, nor discharged the full measure of this obligation, when he has entrusted the care and training of his children, for the time being, to one who can simply “keep school,” and who is willing to keep it, in the absence of more lucrative employment, for meagre wages. We would not entrust the custody and cultivation of our farms to a person who had little or no knowledge of farm labor, and of the requisites for successful management and tillage. If we did, I venture our now rich and productive farms would yield only poor crops and small returns. But

we would not do this. We would require of the one so entrusted a pretty thorough acquaintance with the principles of agricultural science and their practical application—in other words we would demand that he should be a pretty good farmer; that he should understand his business by understanding the nature, quality and capacity of different soils, their adaptation to the various crops to be grown, and how they should be prepared with reference to the most abundant yield. For the services of such an one we would be willing to pay liberally, and feel that we were the gainers by the doing.

So if we were to employ a man to take care of our horses and cattle, or a female to preside over our dairies, we would see to it that they possessed the requisite knowledge and experience for their business, and could be safely trusted in their several departments of labor.

But are lands, and horses, and cattle, of more worth than the immortal minds of our children? And is the growth of grain, and rich, bountiful harvests, of more importance than the careful culture of those minds, and the planting in them of all right and good principles? And shall we require extensive knowledge, and practical skill, and experience, and faithfulness on the part of him who superintends the cultivation of our farms, and not require equal preparation on the part of the individual who takes our place in the education of our sons and daughters? This is the question for us, as parents, to answer and decide. And on our answer shall it depend whether land shall be more cared for and better improved than mind, and whether horses and cattle shall be regarded of more worth than immortal souls.

Whatever may be thought or said of the responsibilities of teachers, with respect of weight and extent, it is true after all that the main responsibility in the matter of education—a responsibility higher, deeper, broader, weightier, than that of all others—rests upon parents, and they cannot throw it off. God has placed it there, and there it will remain. It can

neither be shirked nor evaded. Whatever the means employed, or the agencies that operate in the work of education, and whatever the results produced, the work, as I have said, is that of the parent. The school-house is such an one as he builds, the books are such as he furnishes, the rules and regulations are such as he approves, the teacher is his agent or substitute, and the results produced by them are all combined, whether good or bad, favorable or injurious, are to be placed to the praise or blame of the parent.

It is a noble employment to train a young and rising generation for stations of usefulness and honor—to lead youthful minds to the pure fountains of knowledge—to present to yet unpolluted lips the living waters of truth and goodness. To deck the outward person of the child—to possess him with worldly advantages—to bequeath to him an inheritance of broad lands, and silver and gold—is all idle and vain, compared with moulding and beautifying the mind, imparting to it high moral excellencies, and filling it throughout with the principles and hopes of a true christian life. This material body is less than nothing when placed in contrast with the inhabitant which occupies and animates it. It is the embodied soul that is above all price. Possessed as he is of this thinking, reasoning mind—of a soul that desires and struggles and battles amidst the materiality and corruption with which it is surrounded, and that is endowed with capacities for the teachings of God and the knowledge that takes in the universe—we may make the child all that is good and great; we may so mould his very nature as that when he has become a man he shall reflect honor on his teacher, a glory on humanity, and be in consequence of his correct principles, moral deportment, and pure, devoted life, a blessing to society, and the benefactor of his race.

Fathers and Mothers! will you labor for so desirable a result as this? Will you see to it that your school shall help to accomplish so noble an end in the education of your children? Then, when you shall have done with the duties of

this life and have passed away, you will leave behind you those qualified to fill your places, to wield with safety to themselves and their posterity the sovereignty with which the constitution of their country invests them, and to bear upon their shoulders and jealously guard the sacred ark of that country's liberties.

In this connection I may very properly reiterate my views with regard to the necessity of increased qualification for teachers, and the duty of the State with reference thereto. I said in my last annual report, that there is needed a far larger supply than we have of thoroughly trained and competent instructors for our public schools. And the question was raised, How shall this demand be met and supplied?

Teachers' Institutes may assist in the work of qualifying men and women for the duties of the school-room, and are deserving of aid and encouragement from the State; but proper and thorough instruction in the theory and practice of the teacher's profession, can only be furnished by the **NORMAL SCHOOL**.

I regard the action of the last legislature on this subject, in part at least, as premature and ill-advised; and the entire plan as impracticable, and destined of course to fail. Without wishing to disparage in the smallest degree the claims of our colleges and academies, or to call in question their usefulness, I unhesitatingly assert that it is utterly impossible for them to furnish the normal instruction required, even though the entire income of the School Fund were to be distributed among them. The experiment has been fairly and faithfully tried, and failed most signally and disastrously, as shown by **Mr. Mann's** statement, copied into my last report. New York expended \$301,716.00 upon her academies to enable them, if possible, to supply the deficiency of well-qualified teachers; and yet with all this aid in the establishment and maintenance of Teachers' Departments, they failed in accomplishing the object sought. It would be worse than useless, therefore, to repeat the experiment in Wisconsin. We can hardly

afford to be taught, by the same sad experience, the insufficiency of a like scheme. We may save time, money, and the vexation and shame consequent upon defeat, by proceeding at once to the establishment of a State Normal School on a wise and liberal basis. Never shall we need such an institution more than we do at the present time. I again respectfully urge this subject upon the attention of the legislature, and shall hope for its favorable action in relation thereto.

I again take pleasure in presenting the people of Wisconsin with the list of text-books recommended by this department two years since. It will be found unchanged, for the reason that no books have been found to excel those named, in point of general merit.

Sanders' Speller, Analyzer and Definer.

“ Pictorial Primer.

“ New First Reader.

“ 2nd “

“ 3rd “

“ 4th “

“ 5th “

“ Young Ladies' Reader.

“ Elocutionary Chart.

Thompson's Table Book.

“ Mental Arithmetic.

“ Slate and Black-board Exercises.

“ Arithmetical Analysis.

“ Revised Practical Arithmetic.

Higher Arithmetic.

Cornell's Primary Geography.

“ Intermediate “

“ High School Geography and Atlas.

Ricord's Primary Grammar.

Clark's New English Grammar.

Welch's Analysis of the English Sentence.

McElligott's Young Analyzer.

“ Analytical Manner.

Quackenboss' 1st Lessons in Composition.

“ Advanced Course of Composition and Rhetoric.

Payson & Dunton's System of Penmanship.

Parker's Juvenile Philosophy.

“ 1st Lessons in “

“ Compendium of “

Wright's Analytical Orthography.

Northend's Dictation Exercises.

Brookfield's Composition.

Word Builder.

Willard's Small History of United States.

“ Large “ “

“ Universal History.

“ Historical Guide.

Davies' Elements of Algebra.

“ Geometry.

“ Legendres Geometry.

“ Bourdon's Algebra.

“ Surveying.

“ Descriptive Geometry.

“ Calculus.

“ Dictionary of Mathematics.

Youman's Class Book of Chemistry.

“ Atlas “

“ Chart “

Hitchcock's Geology.

Coe's Drawing Cards, 10 parts.

Otis' Drawing Book of Animals, 5 parts.

“ Easy Lessons in Landscapes, 6 parts.

Warings' Elements of Agriculture.

Green's Primary Botany.

“ Class Book of Botany.

Fulton & Eastman's Double Entry Book-Keeping.

F. & E.'s Blanks for Double Entry book-Keeping.

Cutter's Anatomy, Physiology and Hygiene.

“ 1st Book of “ “

Mrs. Cutter's Anatomy, Physiology and Hygiene.

Webster's Unabridged Dictionary.

“ High School “

Mitchel's Outline Maps.

Pelton's “ “

The leading books on this list, I am happy in saying, have been widely approved and adopted by the schools of the State. Much has been accomplished on the behalf of uniformity, but it is highly important that more should yet be done, and it would be of great advantage to our schools, if even those who honestly believe other books to be somewhat better, would yield their judgment to the opinion of the many, and allow our schools to enjoy that uniformity in books that is not only important to poor and rich in an economical point, but especially important to that class of teachers of which we have so many, who are just beginning their own education as educators, and to whom uniform books will offer advantages as great as that uniformity offers to parents and pupils. I again call attention to the importance of providing for additional branches of study in our public schools. I said in our last report that we need for the attainment of the highest object of the district school, that the course of instruction therein should be more thoroughly practical in its character, fitting those who go out from such, so far as may be, for the callings and employments of active life. To this end I should be pleased to see added to the list of studies which the law specifies as essential to be taught in our common schools, that of natural history, embracing at least the elements of botany, chemistry, zoology and geology. Agriculture might, with great propriety, be added to this list.

I will add here, that studies ought be pursued in our schools embracing the obligations and privileges of citizenship. Hundreds and thousands there are who go out from our common schools to take part in the management of our political institutions—to wield a portion of the sovereign power of this Union, with no other preparation for the enjoy-

ment of republican rights and the discharge of republican duties, than those schools furnish them. Is it not of the highest importance, therefore, that in those schools should be imparted a knowledge of political economy—a knowledge of the constitution and laws of the State and of the United States? “To be ushered into life without this knowledge, is to embark on the ocean ignorant of navigation, and at the risk every moment of making shipwreck.”

Nor must the study of anatomy and physiology be overlooked. This too should have its place on the list of studies required to be pursued in our common schools. The importance of these sciences cannot well be over-estimated. Could our children be taught to know something of the laws and principles which govern their physical nature, and by which it should be regulated, it would be of incalculable service to them.

There are other topics I desire to present and discuss, but will defer a consideration of them until I shall make additional report.

A. CONSTANTINE BARRY,
State Supt. Pub. Instruction.